

THE NORMAL REVIEW.

What Profession are You Choosing?

If it is either **MEDICINE, DENTISTRY, PHARMACY** or **CHEMISTRY**, do not fail to learn the advantages of

The Medico-Chirurgical College

OF PHILADELPHIA

It is in the City which has been and still is the American Center of Education in these Sciences. It has Departments of and grants Degrees in all four of them. It has its own Buildings, comprising well-planned and well-equipped Laboratories, a large and modern Hospital, and the finest clinical Amphitheatre extant. Its Courses in each Department are carefully graded. It has abundant and varied Clinical Material. Its Faculties are renowned and of high Pedagogic ability. Its Training is essentially and thoroughly practical.

Special Features are Personal Instruction and Individual Work; Free Quizzes; Ward Classes limited in size; Practical Clinical Conferences; Modern and Modified Seminar Methods; Special Lectures by eminent Authorities; Practice and Training in Technique, etc., etc.

Write today to the Dean of the Department in which you are interested for announcement describing the course and containing full information as to fees. Compare the advantages this college offers with any other before making a final decision.

Seventeenth and Cherry Streets, Philadelphia, Pa



COTRELL & LEONARD

Albany, N. Y.

Makers of

CAPS, GOWNS

AND HOODS

To the American Normal Schools and Colleges from the Atlantic to the Pacific. **CLASS CONTRACTS A SPECIALTY.**

Correct Hoods for all Degrees. Rich Robes for Pulpit and Bench.

Bulletin, Samples, Etc., on Request.

Here you'll find
complete lines of
Dry Goods, Hosiery,
Gloves, Underwear,
Notions, etc.

C. E. GOODRICH

Third St. California, Pa.

Morgan & Co.

Fresh

Groceries

Candies

Cakes

and

Fruits

Third St., near College Ave.

CALIFORNIA, PA.

THE NORMAL REVIEW.

Rensselaer Established 1824
Troy, N. Y.

Polytechnic

Engineering and Science Institute

Courses in Civil Engineering (C. E.), Mechanical Engineering (M. E.), Electrical Engineering (E. E.), and General Science (B. S.). Also Special Courses. Unsurpassed new Chemical, Physical, Electrical, Mechanical and Materials Testing Laboratories.

For catalogue and illustrated pamphlets showing work of graduates and students and views of buildings and campus, apply to

JOHN W. NUGENT, Registrar.

DR. A. B. LINHART
Dentist

Over Piper's Drug Store
Wood St. California, Pa.

You are invited to do business with the

First National Bank
Capital \$50,000 Surplus \$100,000
Undivided profits \$24,700
Wm. H. Binns, President
Wm. S. Nicodemus, Cashier

H. R. HARRIS'
STUDIO

Framing and Copying
2nd St. Near Normal

Chas. Silvestro

Boot & Shoe Maker
Third St. California

M. Mahaney

Livery Feed and
Sales Stables
Second Street, California

Williams Hardware
Store
Corner Third and Wood

Coatsworth Bros.
The City Store

For anything in the Grocery
Line.
Country Produce in Season.

S. P. YOUNG
For Milk and
Cream
Phone 92-A

F. T. WILKINS
Grocery Department Store
Everything used in dining
room and kitchen.
Third Ave. & Liberty Street

Look for the Union Card

City Barber Shop
W. B. FRENCH, Prop.
Next Door to 1st National Bank

MIKE BELL
Fruits and Confectionery
Imported Olive Oil
Wood St. California

"Why is it that a girl can never catch a ball like a man?"
"Don't know."
"Because a man is much larger and easier to catch."—Ex.

Teacher—"Your answers are about as clear as mud."
Pupil—"Well, that covers the ground, doesn't it?"—Ex.

L. Schneider and Green

Tailoring for Ladies and
Gentlemen

Ladies' suits made to order by
experienced designer and tailor
at lowest prices. Satisfaction
guaranteed. All work done on
the premises.

Good
Goods

Reasonable
Prices

Johnson's Jewelry Store
For Your
Easter Presents

Select your present now and we will lay
it away.

All Goods Engraved Free.

Fair
Dealing

WOOD ST.
CALIFORNIA, PA.

Public
Confidence

The NORMAL REVIEW

VOL. XXIII.

CALIFORNIA, PA., MAY, 1913

No. 7

IN THE MAGAZINES.

People who are interested in organized efforts to improve the general welfare, and who wish to know what is being done, should read **The Survey***. Those who are not interested, need to read it more than the others. Its aim is to make a weekly survey of the various movements for social betterment and give to the public reliable information, as to the beginnings, progress, and results of the various organized efforts to make conditions of living more just and humane than they are at present.

The problems dealt with are classified under six heads: Civics, Health, Education, Church and Community, Industry, and the Common Welfare. Under the last heading, in the number which lies before me, March 22, is an admirable summary of recent national efforts to get workmen's compensation, of the fate of the eight-hour bill for women workers, and a resume of the social legislation of the 62d Congress. Under Civics, one notes an article on **Play Centers for the Poor**, one on **Gov. Sulver's Financial Program**, and another on the **Newsboy's Republic**.

The Survey is not only a reporter but a watch dog, and renders invaluable service to those unable to fight for themselves, arousing widespread protest against proposed legislation which might be unfavorable to the poor.

It is true that much of the news contained in the Survey can be found scattered through various periodicals; but they are often overlooked by busy readers. If one wishes to be sure that he knows the actual program of efforts for social improvement he should read **The Survey**, which is not only "a chronicle of work for humanity" but also an inspiration to service.

Anna Buckbee.

Although we recognize the historical influence of the English Bible on our nation in regard to both general culture and moral stimulus, yet we as a nation seem to believe that its introduction in our public schools is made impossible by insuperable obstacles.

In the **School Review**, for April, 1913, Norman F. Coleman of Reed College writes concerning **The Bible as Literature in the High School**. When a High School teacher in Spokane in the year 1904, he introduced, at the suggestion of one of his students, an elective course in the literature of the English Bible. The course received no opposition and was very popular among the students. The Bible was studied as nearly as possible without prejudice, the object being to find out what the writers really

* The Survey, edited by Edward T. Devine, Graham Brooks, Jane Addams. Published weekly. New York and Chicago.

wished to say, just as one would study Milton and Shakespeare. Sectarian animosities never appeared in the class discussions although its members were Unitarian and Jewish as well as orthodox Christian. The writings were studied as revealing and criticising human life. The attitude of most of the class was one of eager admiration for moral strength and heroism.

The course included the following elements:

- I. Narratives: Genesis, Exodus, Samuel, Kings.
- II. Idylls: Esther, Ruth.
- III. Orations: Deuteronomy. (Certain chapters.)
- IV. Lyrics: Song of Deborah, The Lament of David over Jonathan, Psalms.
- V. Wisdom Literature: Proverbs. (Selected.), Ecclesiastes. (Selected.)

This course opened to many of the students a new world, that world of moral earnestness and spiritual aspiration. "An interested and sympathetic teacher, with ordinary preparation and tact, may, through such a course as this, open to boys and girls the book from which Cromwell gained strength, from which Lincoln learned wisdom." W. Z. '13

In the *Elementary School Teacher* for April can be found a suggestive contribution entitled "A Strong Motivation for Arithmetic." In this article are set forth a difficulty which teachers often meet in school and, as well, an experiment by means of which one teacher solved the difficulty in at least one instance in a simple yet very intelligent manner. The plan followed was advantageous, for it gave definite, logical and practical training in the subjects in which the children were especially weak. T. E. N., '13

The United States Bureau of Education has recently issued Bulletin 1913 No. 8, entitled **The Status of Rural Education in the United States**. It is the result of investigation on the part of Mr. A. C. Monahan, the specialist in rural education in the bureau. While neither exhaustive nor complete, it makes a very valuable contribution toward a clearer understanding of the present condition of the rural schools.

The government investigator arrives at the conclusion that the present weakness of the rural schools lies along three lines. The first is the lack of trained teachers along with the short tenure of office. Next comes the lack of supervision. The third cause of inefficiency as given is the present manner of conducting the school affairs on the part of school boards. The conclusions above stated are amply supported by many interesting statistics taken from the school systems of nineteen states scattered over various parts of the country. This bulletin along with a list of the free publications of the bureau may be had on request to Dr. P. P. Claxton, United States Commissioner of Education, Washington, D. C. The

importance of the subject is well stated in the following quotation from the introduction.

"Few realize the magnitude of the rural education problem now before us. It is not generally known that illiteracy in rural territory is twice as great as in urban territory. This is in spite of the fact that thousands of illiterate immigrants are crowded in the great manufacturing and industrial centers. The illiteracy among native-born children of native parentage is more than three times as great as among native children of foreign parentage, largely on account of the lack of opportunities for education in rural America, in which comparatively few immigrants live. Few know that approximately 62 per cent of the total school enrollment is in rural schools, but that the rural aggregate attendance is only 51 per cent of the total aggregate attendance; that about 60 per cent of those in rural schools are in one-teacher country schoolhouses, and that the instructional work in the average one-teacher country school is of very low grade. The following pages show in some degree the conditions under which the rural school is laboring. The unsatisfactory conditions are in no way exaggerated, but are on the whole underestimated rather than overestimated. Every possible means has been taken to make the figures accurate."

Reliability of Grading Examination Papers.

Two articles have appeared during the year in *The School Review*, published by the University of Chicago, which present certain features of unusual interest to the teacher. In these articles we have the report of an investigation conducted by Messrs. Daniel Starch and Edward C. Elliott of the University of Wisconsin, on the reliability of grading papers in high school work. Two tests were made along this line,—one in the field of English, the other in mathematics. The purpose was to discover the extent to which teachers in similar schools agree or differ in the grading of a pupil's written work; and thus to indicate, in a general way, the reliability of the grading of any given teacher. The importance of the question attached to the fact that the pupil's standing in school is judged largely by the grades or marks he receives. In the matter of administration, the mark is the chief basis of promotion, retardation, or graduation; while admission to higher institutions depends also upon such grades.

The first test was made in the subject of rhetoric and composition. Examination papers written by two pupils in a Wisconsin high school were obtained; exact copies were made, reproducing the handwriting, all errors, erasures, etc.; and these papers together with a set of questions were sent to about two hundred representative high schools of the Middle West, with the request that they be graded by the principal teacher of English in each school. The following were among the questions answered in these papers: Give five rules for the comma, illustrating each in a sentence; name five requirements in the construction of a paragraph; write a narrative or descriptive essay of several paragraphs.

One hundred fifty-two papers were returned, but ten had to be discarded on account of lack of certain data. The grades obtained from the remaining one hundred forty-two were tabulated, and shown in the form of charts and graphs. The result was most surprising. One of the papers, designated A, received grades varying from 65 to 98, the passing grade being 75. The median grade was 88.2; i. e., there were as many marks above this grade as below it. The paper was admittedly well written; in the chart, the grades are seen to cluster around 90; yet in six of these schools this pupil would have failed of promotion. On paper B, with the same passing grade, the marks varied from 50 to 98, the medium grade in this case being 80.2. Twenty-two out of one hundred and forty-two schools would not promote this pupil in English although the central tendency of the grades on his paper was above 80. The wide range of variation is further indicated by the fact that of the grades recorded on this paper fourteen were below 70, while exactly the same number were 90 or above, thus showing that one-fourth of all the grades were 10 points or more away from the median or central grade.

The investigation also shows that a given teacher does not grade all papers relatively high or low, but that even the standard of the individual teacher is a variable quantity. This is revealed by means of the graph. The grades on one of the papers were arranged in descending order forming a comparatively regular curve. Then the marks on the other paper, as given by the teachers taken in the same order as on the first curve, were plotted, this plotting resulted in a very irregular curve, by no means parallel to the first one, as it should have been had the grades been relatively high or low. For instance, some teachers marked paper B, the poorer one, as much as 25 to 30 points below paper A; while others rated it 10 points above paper A. To be more exact, nineteen of one hundred and forty-two teachers marked paper B above paper A, and twenty-three marked it more than 15 points below, whereas the difference between the median grades of the two papers was just 8.4.

A similar test on the reliability of grading papers in geometry was subsequently made, and this showed even more startling results. It was thought that possibly the nature of this subject, geometry being pre-eminently an exact science, would enable teachers to be more nearly uniform in their estimates of the value of a paper. Exact copies were made of an examination paper written by a boy in one of the largest high schools of the state, and a copy together with a list of the questions was sent to about one hundred and eighty high schools in the Central Association, to be graded by the principal teachers of geometry in each school. The questions were those usually asked. One hundred and forty papers were returned, of which twelve were discarded for lack of necessary data. The remaining papers showed evidence of having been carefully examined, errors being usually marked. The grades obtained from these papers were

tabulated as before. On forty-three papers with a promotion standard of 70, the grades varied from 25 to 89. Seventy-five papers, with 75 as the passing mark, ranged from 39 to 88. A composite chart containing all the grades and arranged on a basis of 75 for passing, showed a variation of from 28 to 92, with a median grade of 70. The original paper was of poor quality, both as to form and thought, yet 19 teachers gave grades of 85 or better. Though the median grade was just 70, twelve teachers rated it below 55. Of the entire number just fifty teachers would promote this pupil.

This investigation, conducted as it was in two different fields of study, reveals rather surprising results and leads to these conclusions. In the first place, it completely destroys the theory that a mathematical paper can be graded with mathematical accuracy; for the grades on the geometry paper varied even more widely than those in English. These tests would also indicate that even competent teachers cannot grade the same papers relatively high or low. But the main result of the investigation was that it makes evident the fact that the examination is an extremely variable and unreliable basis for the promotion or retardation of pupils. Nor is this fact due entirely to the popular notion that, on account of nervousness, tendency to cram, and possibility of dishonesty, the pupil does not fairly express what he knows. But it is due, in large measure, to this amazing lack of uniformity of judgment on the part of teachers, which would lead to a pupil's failure in some schools while in many other schools this same pupil would have attained high standing. A final inference which may be drawn from the results obtained in these tests is that no teacher can put upon a paper an absolute valuation. So many factors enter into consideration, including the examiner's experience and attitude toward the subject, that the grade he gives is likely to represent only his personal estimate of the worth of the paper.

Charles R. Shultz.

AMONG THE NEW BOOKS

If the proper study of mankind is man, there is no reason why we should not go back to man's beginning for valuable aid in our study. While modern society has its advantages over those enjoyed by an earlier period, yet the gathering of people into towns and cities, with the consequent complexity of the social relations, results generally in a lack of systematic effort on part of parents to control the habits of the growing child. The present day father loves his boy as well as the father of any age, but he seems to be too busy with the cares of life to give him the proper attention. Too often the boy is left entirely to the care of a mother, whose household duties prevent a proper knowledge of the boy's daily habits. Too often children are left to work out the problem of their own training as best they can.

Now we do not believe that the average father really means to ne-

glect his boy, but it is nevertheless true that the average father is more or less of a stranger to his son. In the mad scramble for wealth, position, or power, or in the body-straining, nerve-racking grind of daily toil to eke out a bare existence, the father loses sight of the one who looks to him for guidance. Then again we have the misguided, altogether well meaning parent who says in his boy's presence that his son will never have to work as he, the father, was compelled to do in his younger days. This boy will take up the burdens of life under a severe handicap.

Dr. William A. McKeever, in his recent book, **Training the Boy**, * has given an excellent statement of the present-day boy problem. On the importance of the question Dr. McKeever quotes the words of a noted bank president who is the father of four growing children. "I once believed that business success would be the all-absorbing problem of my life," said the banker, "but now I look at the matter differently. The chief concern of any father is, or should be, that of making respectable and useful citizens out of his children. Of course business success is a means to an end.

A glance at the table of contents should be of interest. First comes the industrial training, where the various kinds of useful employment are discussed. Part two deals with social training. Play and recreation are discussed in their relation to the boy's social experience. Under the title of habit training, part three deals at length with three important modern problems, the tobacco evil, the liquor evil, and the sex problem. Vocational training is discussed in the next division of the book, while the final topic is service training.

The author gives as his motto, "Train the whole boy and not merely a part of him." With this in view he backs up his statements with convincing statistics wherever possible. The book is practical. Many valuable suggestions are given which should prove alike helpful to parent and teacher. Dr. McKeever has further increased the value of the book by giving a bibliography of books bearing on each phase of the subject. Written in a clear convincing manner, with the subject discussed from the standpoint of a modern psychologist, **Training the Boy** should prove a valuable contribution to modern pedagogy. Bruce U. P. Cobaugh.

To the teacher who is willing to become as a little child—and why should any other presume to assist children in self-expression?—to that teacher it will be very worth while to follow Mr. Campagnac in his monograph, **The Teaching of Composition**.* This little volume has such a vi-

* "Training the Boy" by Wm. A. McKeever. The Macmillan Company, New York. Pp. 368, \$1.50.

* The Teaching of Composition by E. T. Campagnac, Professor of Education in the University of Liverpool. Riverside Educational Monographs. Houghton Mifflin Company. Pp. 62. 35 cents.

tal unity that one hesitates to cite or analyze or in any other way take a part from the whole. Yet one may point out that the author, in these lectures addressed to pupils who looked forward to teaching, has aimed to help his hearers to see how close together lie the problems in verbal expression of child and teacher, and how compulsion may vanish and pleasurable activity be shared if the teacher is large-minded enough to know sympathetically the spontaneous interests of the child and thereby become able to extend those interests in normal directions. The book is one for which American teachers may well express gratitude to a British collaborer.

A most welcome addition to the list of textbooks in American History is a **History of the United States**,* by Dr. Reuben G. Thwaites, President of the Wisconsin Historical Society, and Dr. Calvin N. Kendall, at present Commissioner of Education for the State of New Jersey.

This book is written for the seventh and eighth grades. Its best feature, as the writer of these notes sees it, is the admirable sense of perspective shown by the authors. On the one hand they have omitted those simple events of our history which are usually presented to the lower grades in story form; while on the other they have shown equally good sense in leaving for the high school or college the difficult phases of our institutional history. From the great mass of material left which might be taught to the grades they are writing for, they have resolutely chosen that which has been most significant in the growth of our country.

In general the style is interesting. The narrative is well sustained even through the crowded years since 1890, where it is difficult to find room in a textbook for more than a mere catalogue of events. In an unusual degree the reader is made to feel that the people named were once alive and that the events described really happened.

What may be called the pedagogical features of the book are well worked out and helpful. The numerous maps and the illustrations really illuminate the text. In addition, the list of recommended readings, the questions and exercises, the composition subjects, the suggestions for dramatization, and the excellent explanatory notes, all combine to make this book of great service to the busy teacher.

Anna Buckbee.

An Elementary English Grammar* by Blount and Northup has a rightful place in **Progressive Studies in English** in at least two senses of that title. The plan of the **Grammar** is in accord with recent conclusions in educational study; in order of presentation, in choice of illustrative ma-

* A History of the United States. Houghton, Mifflin Company. Pp. 471.

* An Elementary English Grammar, in Progressive Studies in English by Alma Blount, Ph. D., and Clark S. Northup, Ph. D. Henry Holt & Co., Pp., 264.

terial, in development of topics the authors have held in mind both the human and the scientific factors in their problem. Furthermore, there is throughout the book a noteworthy respect for idiomatic English. As to details, one notes with satisfaction that these writers have secured the advantages that follow from teaching the subjective complement and the copula before any mention is made of an object of the predicate. Exclamatory sentences and modal phrases have been treated with insight and perspicuity. On the other hand a classification of sentences as passive and active seems a step in the wrong direction, in that it introduces a valueless and bewildering distinction. The omission of the adverbial use of the participle and the impracticable attempt to include all functions of the infinitive under its use as a noun, were probably results of a desire which we all should share, the desire to get rid of superfluous distinctions.

The details to which we take exception might be judged differently by other teachers; the book as a whole challenges our respect as both practical and scholarly.

G.

That a first book in psychology for teachers in our public schools should be offered under the title **Human Behavior** seems auspicious. That the educative process counts in so far as its product is behavior and valuable behavior is a fundamental postulate with Professor Colvin and Professor Bagley; and well it is for the untried teacher to have forced upon him this searching truth. Learning consists in conscious doing, that is, in making adjustments to new situations; meaning is in the last analysis to be reduced to behavior or conduct:—this point of view, this standard of evaluation is characteristic of the manner of thinking of these authors and governs the trend of this book.

The presentation of principles and the orientation of the teacher in his field is helpfully simple; and when difficult topics are met, direct exposition is seconded by concrete illustration. For the most part the style is marked by clarity, so that the very infrequent bungling or darkening of counsel startles the reader. One example, perhaps the most conspicuous will suffice. The term "Affection" in its technical sense is given as an explanation of "one of the simpler feelings" without direct facing of the question, what is "affection" in this technical sense? This is talking in a circle and the circle is charmed or confusing according to the reader's exclusion or inclusion. Such instances of oversight, however, are rare; in general the exposition is alive and luminous.

To the inexperienced teacher the chapter on "Economy in Learning" offers tangible and immediately available suggestion. Some of the divisions of the "general rule" of the authors will be recognized as long since dic-

* *Human Behavior, A First Book in Psychology for Teachers*, by Stephen Sheldon Colvin and William Chandler Bagley. The Macmillan Company. Pp. 336.

tated by common-sense and experience, yet the reburnishing and the present emphasis are wise. Characteristic of the book is its recognition of the values of emotion and of prejudice. Seldom do these writers yield to the temptation to digress; once they go far enough afield to point out the desirability of analysis of types of skill into their component habit elements and of cultivation of these habit elements in carefully considered succession. The suggestions concerning the use and misuse of pictures, including motion films, are timely.

The authors have sought to prepare a text that shall be helpful to young people who are beginning their work as teachers; the book fulfils that purpose in generous measure.

G.

In **Educational Administration** * Professors Strayer and Thorndike have brought together for the student of education selections from work done at Teachers' College, these selections exemplifying the methods used by them and some of their associates in a study from a new point of view of certain questions in the administration of courses of study and of schools. This method Professor Thorndike has been developing for some time and, indeed, some portions of the book are excerpts or summaries of articles which have been appearing in the **Bulletin of the U. S. Bureau of Education**, **The Teachers' College Record**, **The Educational Review**, and **The Psychological Clinic**. The method uses statistics covering a narrow or a wide field, it can be legitimately employed only in making quantitative comparisons and estimates, and yet it frequently must use qualitative data.

Of the different studies which make up the volume those of most general interest to teachers, have to do with retardation, elimination, conditions of efficiency in teaching, and means of measuring educational products. The derivation of the scales for judging achievement in handwriting, arithmetic, and composition was carefully guarded; can the application be equally trustworthy? The Hillegas scale is by no means limited to matters of mere correctness; the attempt to use it to estimate mathematically the value of qualities other than the factors of mere correctness seems as ill-advised as the out-of-date endeavor to measure one man of letters against another.

Development of this quantitative method, criticism, and defense must do much toward clarifying procedures which have been obscured by the personal equation. At the very least this book, like the earlier papers, is a stimulating challenge.

G.

* **Educational Administration**, by George Drayton Strayer and Edward L. Thorndike. The Macmillan Company. Pp. 391. \$2.00.

Farm Management * was written for those who intend to become farmers as well as for those who are already engaged in farming. The author endeavors to show what are the requisites of a good farmer, that a man to be a successful farmer must be a shrewd business man, a skilled mechanic, an alert naturalist, and withal an industrious laborer. He points out that the farm is no place for the lazy and inefficient. The author thinks that as an income-producing enterprise no better investment than the farm can be found.

Different types of farming are discussed, as, diversified and specialized farming, extensive and intensive farming. The author is inclined to think that of diversified and specialized farming, diversified farming is the better, because of the benefits to be derived from crop rotation, from a lessening of the risks of failure and from a better distribution of income and labor; that of extensive farming and intensive farming, extensive farming pays the better, because, the land itself being but a small part of the cost of production, the amount of labor and fertilizers used in intensive farming being greater than in extensive farming, and the crops from either method selling at the same price, the profits would be greater in the case of extensive farming.

The problems of securing and capitalizing a farm are considered. It is shown that the size of the farm should have a definite ratio to the number of horses and the amount of machinery to be used, the amount of land to be tilled, the number of men to be employed, and the kind of crops to be raised. Whether renting or buying, the farmer should capitalize a sufficiently large area so that fluctuations in prices of farm products will not materially affect one's income. Chapters XV through XX deal with some of the business problems connected with farming, such as the time to sell a crop, the time to hold over a crop for better prices, losses from decay and shrinkage resulting from delay in selling, whether to sell by wholesale, retail, or by auction. The author shows that a farmer should keep an accurate account of all transactions in order that he may know what crops pay the best, what the least, where there was some unnecessary expense one year that could be avoided the next, and what hired labor cost him one year as compared with another.

The book contains tables showing the results of some successful farms and some farming statistics with which all farmers should be acquainted. John Lowery, '13.

It is of teaching as an Art—from the viewpoint of human nature—that Professor Phelps writes so interestingly in his new book. * He tells us that teaching is an art so great and so difficult to master that a man or

* Farm Management by G. F. Warren. The Macmillan Company. 590 Pp. \$1.75.

* Teaching in School and College, by William Lyon Phelps. The Macmillan Company. Pp. \$1.00.

a woman can spend a long life at it without realizing much more than their limitations and mistakes and their distance from the ideal. It is a book without the usual pedagogic and scientific terminology, and Professor Phelps has made it practical and definite, drawing in the main from his own long experience as teacher both in school and in college.

Better Schools* is a book made up of addresses, lectures, and contributions to educational periodicals by the late Prof B. C. Gregory, once superintendent of schools at Trenton, N. J., and later at Chelsea, Mass. Those who had heard Mr. Gregory expound his views on education are glad to have them embodied in book form; and those who were not so fortunate owe a debt of gratitude to Dr. James L. Hughes, of Toronto, for the skill with which he has edited Mr. Gregory's work.

The author goes to the heart of matter by placing the child in the center of educational effort and keeping him there. He follows Froebel in maintaining that the basic principle in education is that the child grows by his own activity. Using this as a standard he measures our school work and finds it wanting in many places. He reminds us that theoretically, all agree that education is self-activity; but he shows by numerous original and sensible illustrations, that much of our failure in school is due to our ignoring this great law.

Mr. Gregory goes much farther than to merely point out defects. The book is strong on the constructive side of school work. Each of the eight chapters devoted to consideration of the common branches consists of helpful and practical suggestions for teachers.

Not the least of the merits of this volume is its clearness and simplicity. Many of the newer books on education are not understood by ordinary teachers or lay readers, owing to the highly technical language used. The illustrations are often taken from biology, sociology, or mechanics, sciences with which many young teachers are unfamiliar, so that these books, excellent as they often are, fail to help the very class that need them most.

No teacher, from the beginner to the one grown gray in service, can fail to be helped by reading Mr. Gregory's sane, sympathetic, and masterly discussions. Parents, especially, who do not care to read more technical treatise on education, can get a most illuminating view of much that is best in present-day education by reading this book. Since Mr. Gregory was a disciple of Froebel, an analysis of this great reformer's work is appropriately placed at the end of the book. Anna Buckbee.

* *Better Schools*. The Macmillan Company. Pp. 280.

Books Old and New.

Merry Animal Tales, * a collection of short stories about some of our smaller animals, is intended for work in the third grade. Each story, which resembles somewhat the fable of olden times, is written in an interesting and charming manner. The charm of the story lies in the fact that the animals spoken of are given the power to talk and to act as human beings. The utter impossibility of the things they do is sure to fascinate the attention of the child. Besides interesting the child, these stories, through the good description of the habits of each animal, give him an insight into animal nature. The stories are so skillfully arranged that while the child reads he unconsciously grasps the moral which completes each story. Coming from the source that it does, it is sure to appeal to the child and be remembered by him.

J. F. W., '13.

One of the most interesting books that I have read is the one entitled **Adventures in Contentment**. * This is a very unusual book, so different from most books that we read. Though the narrative form is used, there is no complicated plot and the story is very simple. The best thing gained from reading the book is the feeling of contentment that the author inspires. One may gain little knowledge from this reading but it is worth while to experience that contented feeling which so many people really enjoy.

The chief person of the narrative is David Grayson himself. He has spent his early life in the city and calls it a failure. In search of peace and contentment he goes to the country. After a short time he buys a farm and begins to undertake those adventures in life which he thinks will bring contentment. He derives a great deal of pleasure from thinking that he owns the farm, that it is really his own, that the soil, water, bugs, plants, and worms are all his own. If he is making a ditch, he thinks that all the soil he is digging is his own and he enjoys the exercise he gets from the work. If an agent or tramp passes along the road or if a neighbor calls upon him he tries to find the best in each.

These adventures may be had in any line of work as well as in farming. It is possible to feel this contentment many times if we only know how to find it. The author says many things that are worth remembering, such as "Vice is ever the sense gone astray" and "Happiness is nearly always a rebound from hard work."

J. M. N., '13.

In Dr. Griffis' story of the English people * his purpose is to impress
Merry Animal Tales * by Madge A. Bigham. Little, Brown and Company. Pp. 217. 50 cents.

* **Adventures in Contentment** by David Grayson. Doubleday, Page, and Company. Pp. 249.

* **Mighty England**, by William Elliott Griffis, D. D. Christopher Sower Company. 1912. Pp. 304.

upon young Americans the fact that we owe much to the continental and British nations. He has presented the history of the English people and woven in a few characteristics of the continental people in a very pleasing and entertaining manner. He has brought out points of contrast and likeness between England and America, and has shown the changes through which the English people have passed. He has not tried to describe battles, kings, queens, and nobles, but rather to tell us of the victories of peace and of the great evolution of the English race.

The book is especially adapted to young American students for reading in connection with their study of United States history; it will help them to see the close relationship between England and America and will afford them a glimpse of the characteristics and customs of the ancestors of the present English-speaking nations. B. I. V., '13.

A public school library cannot but be enriched by the addition of **The Pig Brother** as a supplementary reader for the fourth and fifth grades. The title refers to the first story in the book alone and has no connection with the rest of the book; in itself it will appeal to children. Of the 35 numbers, 6 are poems and the remaining 29, stories, dealing with the child world, real and imaginary. The stories will arouse the child's curiosity and imagination.

The author has carefully omitted the custom, so overworked, of telling the moral of the story in a final sentence; rather has she left the story as it is in the child's mind that he may draw his own conclusions. Children are always richer for doing this as it teaches them to answer their own questions, "why?" Helen Wilson, '13.

Among the books added to the library this year is **Master Skylark** * by John Bennett. This is a very entertaining story of Shakespeare's time, in the course of which are portrayed the customs, manners, and dress of that period. Elizabethan town, village, and court life are pictured in so vivid a manner that in our imagination we live among the scenes with Shakespeare and other players.

The reader does not at once learn the significance of the title of the book. The hero is a little peasant boy who lives in the town of Stratford. He wishes very much to see the plays given in a nearby town, and, because his father forbids him to go to the theatre, the little fellow runs away. On the road he meets a traveling player who is astray from his troupe. The two travel on toward the town and become great friends. The actor discovers that his little comrade can sing and, on the spot, names him Master Skylark. He determines to steal the boy and make him travel in his company of players and gain a great deal of money. The plot is developed in a very clever manner in a series of happenings which make a life-like and interesting story.

* **Master Skylark.** Little, Brown and Company.

Master Skylark is a book that would please children. By taking two or three chapters at a time one would have much good material for the Friday afternoon story period. The book is, also, excellent collateral reading for students of English literature and English history. M. D., '13.

The series **Little People Everywhere** are delightful geographical readers for the different grades. Each is neatly bound and has a frontispiece in color together with eight or nine other full page illustrations. Following the body of the text is a vocabulary in which the pronunciation of words and terms peculiar to each nation, and definitions are given.

One of these small volumes intended for the fourth and fifth grades, is **Kathleen in Ireland**. This, like the others, is written in story form and is both interesting and easy to read. Kathleen lived with her brother Danny and the little blind Mary Ellen in the mountains of Donegal. One summer the children visited relatives in County Sligo, where they went to picnics, took part in the turf cutting, watched the sheep shearing and a deer hunt. Later Kathleen and Danny visited their ten cousins, the Malones of Kilkenny, and with them went to the Giant's Causeway.

All through the book incidents of Irish history and stories of the wee folks, of giants, and heroes, are narrated, while the present day life of the people is ever kept in the foreground. The book is so planned that the reader obtains glimpses of the mountainous part of Ireland as well as the low-lying farming regions. As children read the book they will unconsciously acquire, without any sense of effort, much knowledge of Irish life, customs, and history.

Myrtle M. Ryland, '13.

Modern educators are agreeing that: (1) Since language should be taught as an art before it is taught as a science, grammar should occupy the second, not the first place in language teaching in the elementary grades. (2.) The study of grammar does little to aid the child in forming correct language habits. (3.) Much of the technical grammar in many of our text-books demands of the pupil in the grades more reasoning power than belong to this stage of development. The Robbins and Row **Language Series** is to an unusual degree in harmony with the modern vision of the scope of English teaching in the elementary grades.

Book 1. Language, has many commendable features. It is attractive in general style and arrangement. The print is large and clear, the subject matter is not crowded on the page, and wide margins illustrate an artistic use of the law of balance. Poems, extracts, stories, and exercises are arranged so as to secure pleasing variety, and prevent that compactness which gives an appearance of difficulty. Nearly all illustra-

* The Pig Brother by Laura E. Richards. Little, Brown and Company.

Kathleen in Ireland by Etta Blaisdell McDonald and Julia Dalrymple. Little, Brown and Company. Pp. 118. 60 cents.

tions are copies of masterpieces, splendidly selected and perfectly reproduced. In the selection of subject matter the authors succeeded most admirably in their efforts to present to the child those subjects which appeal to his actual experiences. The method of presentation is simple and direct. All statements are clear and definite, and the various exercises form a well graded series of lessons which are both attractive and practical

Notwithstanding these merits certain changes would, in my judgment, make the book much more desirable. A many-paged text-book containing work for three years should not be given to fourth grade children. Besides, there is much more material in the book than teachers can use if they rightfully regard language work as the expressional side of all lines of school study; for in all logical teaching there should be first the idea, then the oral expression of it, followed by the written expression. Then, too, English exercises growing out of the other school subjects are vitally essential because they help the pupils to fix points and afford the teacher an opportunity to learn whether the subject was rightfully comprehended by the pupils, and also aid her in securing more perfect correlation.

Book II, which is designed for use in the two upper grades of the elementary school, has these exceptionally strong features: difficult non-essential points are omitted; the most difficult necessary topics are introduced later in the course; there is a consistent use of the inductive method of teaching; and strong emphasis is placed upon composition. Especially noteworthy are the study of the units of composition, the word, sentence, and the paragraph; and the clear simple treatment of the qualities and principles of style, clearness, unity, smoothness, and strength. The exercises in combining sentences, and the many excellent exercises on the right use of words, are so helpful and practical that each teacher should have the book for reference if she does not use it for a text. Along both lines, composition and grammar, this book is more complete, sensible, and satisfactory than any other I have ever used or examined.

Ellen Reiff.

The Normal Review

Published each month of the school year, except September and January, by the Southwestern State Normal School, California, Pa. Subscription, fifty cents a year; single copies, ten cents. Address all communications to THE NORMAL REVIEW, Lock Box 202.

Entered at the California, Pa., Post Office as second-class mail matter.

Editor - - - ISABEL GRAVES

Associate Editors

BEN CRAGO, '13

OLIVE RHODES '13

BERNICE HUFFORD '13

GERTRUDE WILKINSON, '13

As the possibility of transfer of the Normal into the ownership of the state is now before the trustees, the long-time friends of the school must be led to recall that earlier and anxious period which preceded state recognition. State ownership and control, whenever it comes, will be the culmination of a movement that asserted itself in the early seventies. In this connection those who know best the history of the school will be the first to recall the efficiency with which Dr. Ehrenfeld, then the principal of this institution, represented its needs and claims at Harrisburg and secured from the legislature both a special appropriation and shortly thereafter the much coveted state recognition. By that action of the legislature in 1874 the school became officially known as a State Normal School.

Dr. Ehrenfeld's withdrawal, at the close of the year, from this school with whose history he has been so closely connected, must be a cause of regret to all former and present members as well as to the community. For sixty years he has served two generations in the church and in education. He has been an honored pastor; he was State Librarian; he was principal of the school from 1871 to 1877, and, returning to it at Dr. Noss's solicitation, he has labored for its welfare as acting principal and as an inspiring teacher. Again and again he has taught advanced courses not provided in the regular curriculum. Always his dignity, the address of a gentleman, and his high scholarly standards have been a concrete presentment of ideals of inestimable worth.

During this long and active life he has enjoyed intimate contact with men whose names are writ large on American annals. He has held positions of trust and has helped to shape public opinion. The story of his achievements is by no means closed. He might be satisfied to look back, for there are sixty years of usefulness to recall, but with eager interest he is looking forward. Dr. Ehrenfeld has guided public thought and action, and in the years before him there will be greater leisure in which, as he carries on his literary work, he will wield a like influence. The school

in days to come, missing his presence will remember him, with regret for his absence, and gratitude for what his work and personality have been to us. To the **Normal Review** it is very real pleasure to voice for trustees and school our wish that Dr. Ehrenfeld may enjoy to the full the due rewards of a life of efficient and generous service.

Notes Here and There.

The Annual Banquet of the Allegheny County Alumni Association proved a very enjoyable occasion. The address by Principal W. S. Hertzog was most favorably received. A large number of the faculty who are alumni and others who are not graduates of the school went from California, and all expressed themselves as much pleased with the success of this re-union.

The many friends of Mr. Carter, who was a few years ago in charge of the department of vocal music, will be interested to hear of his marriage on April 15 to Miss Lillian Miatt. Mr. and Mrs. Carter are to make their home at Amsterdam, New York.

Dean Fetterman of the University of Pittsburg visited this school and held conferences with some of the seniors who are considering a college course.

Prof. Hammond of the Utica High School was greeted by many friends on the occasion of his recent visit to California. Prof. Hammond was formerly a member of the C. N. S. faculty. His reading of "The Rivals" was enjoyed by a large audience and his recitations on the next morning in chapel were a generous kindness to all the school.

Supt. D. C. Locke of Beaver County visited the school April 21. He is looking for seniors to appoint to positions in his county.

A school board have written Professor Hertzog concerning the principalship of an eight-room building. They wish to find a young man who is capable of earning ninety dollars in this position.

Professor W. S. Hertzog addressed the pupils of the Uniontown High School in their chapel exercises. He also held a conference with the twenty-one High School teachers as a part of the Institute.

May 12 the new students entered this term numbered 87.

At the commencement exercises of the Rockwood school, Somerset county, Principal W. S. Hertzog gave the address.

Bentleyville has joined with another school district in a spelling contest. The contest was under the charge of Principal Wientge and Principal Hertzog was a guest and pronounced the words.

Prof. Walter Mitchell, formerly a teacher in C. N. S. and now Judge Mitchell, was a recent visitor.

Mrs. Blanche Winnett Yorty, who was a student at the Normal in 1909, died of pneumonia at her home near Centerville, April 17. Mrs. Yorty leaves a husband, infant daughter, and a large circle of loving

friends to mourn her loss.

Prof. H. G. Masters of Pittsburg, an alumnus of the Normal (1907), visited the school recently.

Alva Martin, a former member of C. N. S. was married at Fredericktown in April.

On April 26th, the Alliance Francaise was entertained by Miss Noss. Miss Eleanor Black, instructor in French and Spanish at Pennsylvania College for Women in Pittsburg, gave a very interesting talk about some of her experiences in Paris and in Spain. The Alliance was fortunate in having this opportunity to hear Miss Black, who speaks French with unusual fluency and purity of accent because of her long residence abroad. The rest of the program was furnished by members of the club.

The senior tree-planting came early this year, April 11. Mr. Boncher, the president of the class made the presentation, and Prof. G. G. Hertzog accepted the tree in behalf of the school and the trustees. The oration by Miss Ethel E. Jackson was a vigorous plea for conservation and restoration of our forests. After the singing of *California* each member of the class contributed a trowelful of earth to the planting of the class tree.

Tree Day Oration.

Arbor Day has been arranged for us by the older people, but it belongs to us, to young people and to children. Upon the question whether enough trees shall grow during the next few years depends in great measure our future welfare and comfort. We are the people who will need within the next twenty, thirty, or sixty years all the wonderful products which Mother Nature, in her wisdom, has prepared for us. We must have them. They represent to us the necessities of life. They are our heritage, our rightful inheritance. Then why not help preserve them? This heritage includes the minerals, the water-power, the public lands, and the forests.

The last named is by no means the least. Just what do the forests mean to the American people? To some they mean shelter, to others a means of livelihood, and to a great many the preservation of life itself. All this and more. Yet we have been so careless in ruthlessly chopping down these valuable assets that ex-Chief Forester Pinchot, who is exceedingly well versed in this matter, has said that, if this destruction continues, our country in twenty or thirty years will be treeless. Think of it! Our broad land a desert! When this happens, our country will be compelled to look to other nations to provide for her citizens. This will in truth be a crisis for our proud United States, ever boastful of her wonderful resources and holding a place among the great world-powers. Who will have caused all this suffering? The people of the present age who forget that succeeding generations will need just the same thing

that we need today.

The forests are invaluable to us in many ways. First, the lumber which we use for building purposes in one year is worth \$30,000,000. Do you know that we cut down enough trees in a year to make 40,000,000,000 board feet of lumber? Do you know we burn 100,000,000 cords of wood per year? All this besides 118,000,000 railroad ties and 3,500,000 poles for telegraph and telephone lines. You may say that we must have them. Yes, it is true, we must, but so must our descendents have them.

A still greater benefit from the preservation of forests is the prevention of floods. The danger of flood in America has been brought home to us but recently, when in several of our states damages to the extent of millions of dollars was done and a toll of almost four hundred lives paid. We also suffered somewhat in our state. Men who have studied the matter carefully say that if the land had not been denuded of the trees this flood would not have happened. This may be explained thus. Trees act as reservoirs. Each leaf acts its part in holding back some of the rain which falls upon it. Thousands of leaves working together can hold a vast amount of water. Thus the constant unrestrained fall of rain upon the ground is lessened. The roots of the trees also absorb and store up water. In the winter season, forests also keep the snow from melting so rapidly as in the open field. No doubt, you have all seen the effect of melting snow in the springtime when the streams and rivers are all at flood stage. The retardation of such melting of the snow and ice is especially beneficial in mountainous regions. In the springtime there are floods, and in the summer season, when the Western farmers need water for irrigation purposes, there is no water supply. The citizens of Denver, Colorado, recently petitioned ex-President Taft to reserve certain lands for forests. In the petition they said that in the place where the forests have been cut down, the possibilities of irrigation are very bad. They claim that the streams and rivulets are nourished and protected by the forests. Where there are no forests the streams flow very unequally, and when water is most needed, it is lacking. We know that ever since civilization spread to the western part of our country, irrigation has been carried on. To farm without irrigation is impossible in some sections.

Besides these two great uses of forests, a third influence of trees is the effect which they have on the soil. It is well known that in no other place can such rich soil be found as in a wooded section. The leaves decay and add to the richness of the ground. The fine rootlets and root-hairs carry moisture down deep into the ground. From land denuded of forests all this rich earth and silt is being carried away by streams where it will be of no benefit to mankind. In almost every state in the Union, farmers must use fertilizers to make the land productive. In traveling in some parts of the country we notice farms which have been abandoned and are producing nothing. When we ask the reason for this, we are told that

the land is not fertile and nothing will grow in it. Why not plant trees?

Aside from all these practical, life-supporting benefits, there is some influence about trees which makes us better men and women. Would you like to live in a treeless country? An American author has said "The grooves were God's first temples;" so they were, so we might still call them. One cannot stand in a forest and be an atheist. We all instinctively feel that only a divine hand could create a tree, a live-giving thing. We are like the primitive man, who beholding the sun in the heavens for the first time, fell on his knees in awe and wonder. Perhaps he did not know there is a God, but into his heart there came a feeling that there was a mightier and more powerful being than himself somewhere in the universe. So we bow our heads in wonder and awe when looking upon merely this one piece of God's great handiwork, a tree.

The fight for conservation of our forest is well begun; what shall we do to make it a national movement? What is the best way to get every man, woman, and child interested in this great problem, the answer to which holds in a nutshell, the future prosperity and progress of America. The best reply is, "In the public schools." Reach the children first. A child's mind is plastic and impressionable. From such a mind it is hard to erase first impressions. And if you once get a child interested, he will get his parents interested. Soon the school-house will be the center of the great movement and it is fit that it should be, for the school children of this day are the citizens of the next, the ones who will need all the natural resources. Who is the best fitted to instill into the child a love for trees and a sense of the importance of conservation? No other than the teacher. So upon us devolves a great responsibility. Seniors, begin to tell the children about Arbor Day in the first grade. That is not too early. As they go up through the grades, impress upon them what tree-planting means. Plant trees. Do all in your power to help along the cause. Just think what it would mean if every Senior in the class of 1913 would plant one tree each year for five years, and interest fifty children each year in the planting of trees. Get the directors interested, your school patrons, every one you meet, and some day, I am sure, you will feel that your efforts have been wisely directed.

Let your example embody the faith which Lucy Larcom has expressed in these beautiful lines.

Who plants a tree
 He plants love,
 Tents of coolness spreading out above
 Wayfarers he may not live to see.
 Gifts that grow are best;
 Hands that bless are best;
 Plant; life does the rest!
 Heaven and earth helps him who plants a tree,
 And his work its own reward shall be.

Ethel E. Jackson, '13.

Alumni Banquet.

The fourth annual banquet of the Allegheny County Alumni was held on Thursday evening, April seventeenth, at the Monongahela House in Pittsburg. About two hundred persons were present, including a delegation of fourteen from the Normal. The earlier classes were especially well represented, some coming from Fayette County. The president, Assistant County Superintendent C. E. Dickey, conducted the election of officers for next year, which resulted as follows: President, Prof. Milton Phillips; secretary, Miss Lottie Harrison; treasurer, Miss Cornelia Karns.

The necessary absence of the last two speakers on the program was very much regretted.

- | | |
|---------------------------------------|----------------------------------|
| | M. T. N. |
| Invocation | Rev. Daniel McKee |
| Election | Conducted by the President |
| Toast Master | R. G. Miller, Esq. '94 |
| "The Task Before Us" | Prof. W. S. Hertzog |
| Solo | |
| (a) "Danny Deever" | Damrosch |
| (b) "Harper's Drive" | Homer |
| | Prof. Charles A. Dobson |
| "Odds and Ends" | P. W. Morgan, '79 |
| Solo "Sing Me to Sleep" | Master Dudley Liddell |
| "How Good it is to Live" | Charles L. E. Cartwright, Ph. D. |
| Solo | |
| (a) "I Wonder if Ever the Rose" | Slater |
| (b) "My Dear" | Ball |
| | Mr. Frank Armstrong. |
| "A Few Reflections" | C. H. Garwood, '92 |
| "If" | Hon. A. W. Powell |

The Task Before Us.

One cannot refrain from expressing satisfaction in the reception accorded and in the loyalty displayed by this strong body of alumni. What constitutes the Southwestern State Normal School? Not its buildings, commodious as they are; not its faculty, intellectual as it is; not its student body, vigorous and active. It is the great company of aggressive, efficient, successful men and women whose hands and hearts are united to-night in fealty to their Alma Mater, at whose altar fires they kindled their torches of enthusiasm, and went forth to the uttermost parts of the earth to serve mankind. Sons and daughters of California, I congratulate you upon the success which you have achieved. I congratulate the institution which has set forth such a product. Great has been its success in the past; greater is its opportunity in the present. Located in the heart of this vast industrial district, it must respond vigorously to the demands of the twentieth-century civilization, and train teachers to take front rank in the great army of educational progress.

All things are now new; we have the new code, with its state board of education; new course of study in the normal schools; with five new normal principals, and many new demands in the public schools. How can California meet these demands? It is necessary to have a larger attendance and every alumnus should feel responsibility in being represented by at least one new student. As has been our experience in the past, the first senior class under a new course of study is always very much smaller; graduating about 160 persons this year, we shall have to put forth a great effort to fill up the ranks with new students. We wish to cultivate the acquaintance of the alumni. In the new catalogue soon to be issued, there will be an alumni register, which we desire to have as correct as possible. In order to keep certain deserving students in school and to secure others, I hope that the alumni will soon push to a successful conclusion the collection of an adequate alumni memorial fund, such as was proposed some years ago.

Another movement that is in progress will materially aid California in realizing the hopes of its friends; this is the complete ownership and control of the normal school by the state educational authority. After four years of study by a most able commission, after being subjected to the severe test of criticism by educators and law-makers all over the state, the new code provides for state ownership of normal schools. Students of education everywhere acknowledge that the new school law of Pennsylvania is as nearly perfect as human ingenuity can devise. The method or organization of normal schools devised in 1859 has long ago been outgrown and antiquated. At the time it was only adopted as an expedient in order to secure any trained teachers at all in a system of public schools that was not in that day strongly supported by public sentiment. The constitution of that time has been replaced, the policy of local supervision of roads has proved to be inadequate. The idea of local supervision of health and sanitation has been replaced by the state department of health. And local control and ownership in the normal schools is equally out of date. Training teachers is a state function and ought never to have been passed over into private hands. The state can afford to own the normal schools and no one else can. All the normal schools should be equally efficient and should not be in any sense rivals or antagonists, competing for the same students. The legislature supports its own institutions adequately. There is need, too, of some special normal school where students could be trained to teach such special branches as vocal music, drawing, manual training and domestic science. The history of our schools for many years, during an epoch when Pennsylvania has gained an unsavory political reputation, has been such that no one can charge that the politicians have laid unholy hands upon the public school system. In view of the widespread tendency toward political independence to-day, who would be so pessimistic as to predict that the conditions of the future will be worse in

that respect than in the past?

The trustees and officers of our school are unanimously in favor of state ownership and we rally the alumni to the support of this proposed change, in order to make the new code effective. Whatever plans may be adopted, unless the alumni preserve their interest in their alma mater and aid the officers and faculty in their administration of affairs, all will result in failure. To the task that lies before us I devote myself and my energies and seek your hearty co-operation.

W. S. Hertzog.

Y. W. C. A.

The first meeting of this term was a missionary meeting conducted by Miss Hayes and Miss Hile. The lesson was the last one on the subject of China. The committee expects to take up the subject of South America and its problems this term. The meetings are well attended and evidence earnest and faithful work by the members of the association.

The new cabinet chosen last term is taking an active part and decided interest in the work. They have planned for socials and intend to assist the old cabinet in their work. A sandwich social was held by the new cabinet Friday evening, April 11. From this a sum of \$5.40 was realized. Both cabinets are working together and it is expected that much good will be accomplished for the association.

The old cabinet held a social in the library for the new girls Saturday evening, April 12. A pleasant program had been arranged for by the social committee and after the program suitable games were played and refreshments served.

An interesting feature of the Young Women's Christian Association work this term was the Livingstone program given in the Chapel Sunday evening, April 13. The chairman of the missionary committee, Miss Collier, had charge of the exercises and many of the members of the association took part. Pleasing and instructive accounts were given of Dr. Livingstone's life and works in Africa.

The associations were pleased to have had with them Professor Shannon of Marietta, Ohio, who delivered a series of lectures April 22 and 23.

Bernice Hufford.

Y. M. C. A. Notes.

Our president after returning from the Presidents' Conference held at Lafayette College, Easton, Pa., appointed the chairman for the different committees and arranged his plans for a successful year of work for the Y. M. C. A.

The ice cream social of the association was successfully handled, and a helpful sum of money was added to the treasury.

Every one of our mission programs has been very interesting. The mission work of Africa and India has been studied and our present subject is Missions in China.

B. C., '13.

On April 22 and 23, the students and faculty of the Normal had the rare privilege of listening to Professor T. W. Shannon, one of the world's foremost lecturers on sex hygiene and a member of the Advisory Board of the World's Purity Federation. Besides being an impressive lecturer, Professor Shannon is also well known for his eight books on social purity. During his eighteen years of experience as a lecturer, he has talked to audiences in almost every state in the Union; he is eminently fitted for the calling in which he is now engaged.

During his stay at the Normal, Professor Shannon delivered six lectures; of these two were addressed to the young ladies, two to young men, and two to a general audience. These lectures were highly appreciated by both faculty and students, as was proved by the large attendance. Professor Shannon is a very earnest and forceful speaker, and his eloquence and pleasing personality held his audiences as they listened to every word. He laid before his hearers most convincingly the folly of the American people in allowing the present lax laws concerning marriage to remain in effect.

Professor Shannon in his lectures and books is sounding a note of warning to the fathers and mothers of America and pleading with them to give their sons and daughters such instruction as may cause them to grow up into perfect manhood and womanhood.

Statistics show that the American people are degenerating, that the birth rate is decreasing and the death rate increasing. This points to but one conclusion, that America is following in the footsteps of Rome and Greece, states which perished because of the moral degeneracy of their people. If this republic escapes a like inglorious fate, its salvation will be due to recognition and prevention of the dangers pointed out by Professor Shannon.

F. J. E., '13.

Base Ball.

The call for baseball material this spring was answered by about twenty candidates, who have been working hard under the direction of Coach Kirberger. The first game of the season, played April 27, with the North Union High School, was a victory for the Normal boys, the score being 6 to 14.

Games Scheduled.

May 3, Uniontown at Uniontown.

May 17, Connellsville at home.

May 24, Uniontown at home.

May 28, Charleroi at Charleroi.

More games are being arranged for, and it is hoped that the Normal will have a winning team.

Alumni Notes.

1891.

Mr. J. M. Layhue has been recently elected Superintendent of

Schools in Centralia, Washington. He has for five years been Assistant State Superintendent and had previously held other important educational position in the state. During his twenty years of work in Washington he has been widely known in the state as an educator and two documents which he published while in the state office are said to be the leading documents of this kind in the United States. One of these is a teachers' manual for the elementary schools of the state and the other is a bulletin on the consolidation of county districts.

1904.

Mrs. May Widney Branch has been in India seven years. She enjoys her work at Reid Christian College, Lucknow, very much. She expects to make her first trip home next year.

Miss Wilhelmina Taylor has been teaching for several years at Haines Institute, Augusta, Georgia.

Mr. Elgie Tobin has visited his Alma Mater twice this year. He is studying agriculture at State College.

Dr. J. H. Hufford is practicing medicine at Elrama, Pa.

William Miller is second assistant District Attorney of Fayette County.

Charles Llewellyn is practicing law in Uniontown.

Mrs. Helen Beeson Swank is now living in Ligonier, Indiana.

The mother of Miss Irene Bricker died in March. Miss Bricker will probably give up her teaching next year in order to be in the home.

Mr. Albert Colmery is teaching mathematics in the Carnegie Technical Institute in Pittsburg. He and Mrs. Colmery visited the school on March 4th.

Mrs. Mary Lewis Linhart and Mrs. Ruth Crowthers Denney make their homes in California.

Miss Vaun McMinn graduated this year from West Virginia University.

Mrs. Myrtle Shaw Wood will soon move from Wilmerding to Chicago.

Thomas H. Jones is Ward Principal in the second ward of the Uniontown schools.

Edward J. DeCius is chief clerk in the office of the Master Mechanic of the Toledo Terminal Railroad Co. and makes his home in Toledo, Ohio. Miss Mary DeCius is now three years old.

Mrs. A. C. Morse, nee Mae Tewell, now lives at the school.

1912.

Miss Edna Rhodes visited her sister Olive at the school.

Mr. Harry Hackney and Mr. Sylvia Cowell were Normal visitors.

Miss Corinne Talbott visited the school recently. G. M. W., '13.

Exchanges.

We acknowledge the receipt of the following exchanges: Duquesne

Monthly, Graph, Greenleaf, Knick Knacks, News of the Work, Normal Vidette, The Bethany Collegian, The Brown and White, The Academy Echo, The Gleaner, The High School Journal, The High School Review, The Kalendo, The Normal School Herald, The Northern Illinois, The Orange and Blue, The Pharos, The Purple and Gold, Red and Black, The Red and Blue, Wah Hoo.

The Purple and Gold has a pretty and suggestive cover, and the Y. M. C. A. and Y. W. C. A. Cabinet cuts add much to the paper.

The story "Twenty Years After," in The High School Journal deserves special mention.

In the Wah Hoo, we find many witty jokes and bright stories.

Normal Vidette: Not so many stories, but more school news, would improve your paper.

The Kalends this month seems to be particularly a literary number.

The High School Review is especially delightful and entertaining. The cuts, and also "Hoo's Hoo in the Senior Class" makes the paper very attractive.

Red and Black is full of lively college news, especially about athletics.

The Pharos: All your news seem to pertain to athletics.

Knick Knacks: Cover and contents are attractive.

Wholesale School Supplies

Loose Leaf Note Books.
School Writing and Drawing
Papers.
Tinted, Drawing and Construction
Papers.
D & E Water Colors.
Ink and Paste.
Black Board Crayons.
Map and Globes.

We have just published a new
wholesale catalog. Send for free
copy.

DOBSON-EVANS CO.
43 E. Long St. :: Columbus, Ohio

The "Modern Store"

Yes, modern in the true sense
of the word—Reliable merchan-
dise, latest styles, daylight shop-
ping facilities, well informed sales-
people, and always the lowest
prices for the best merchandise,
and the store where individuality
counts. Investigate this claim be-
fore buying your next

**Suit, Coat, Furnishings, Shoes,
Hats, Dresses, Carpets, etc.**

S. Z. Winer
Department Store

California :-: Penna.



